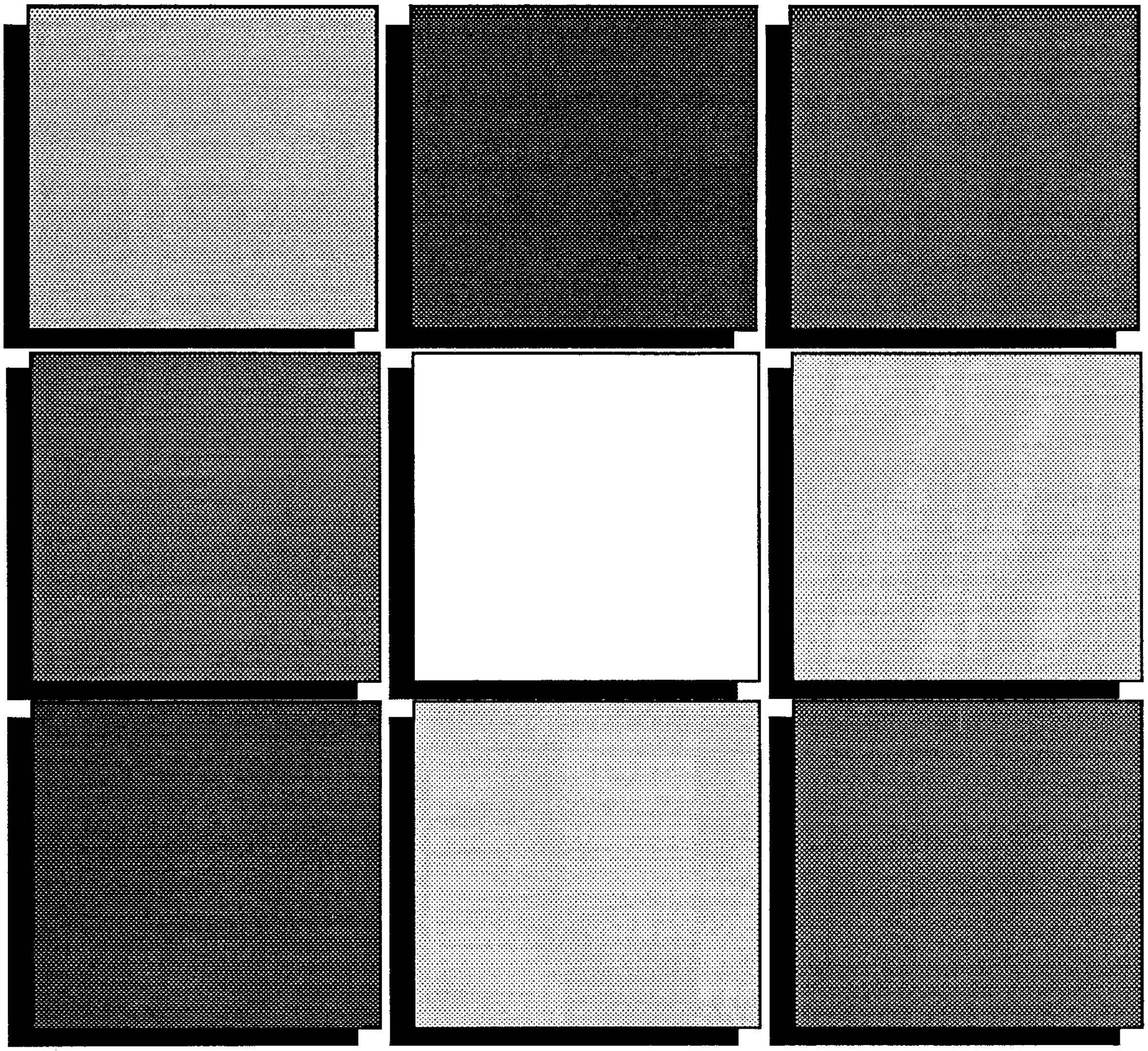
Software for Learning™

Award Winning Academic Learning Systems



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Ventura Educational Systems

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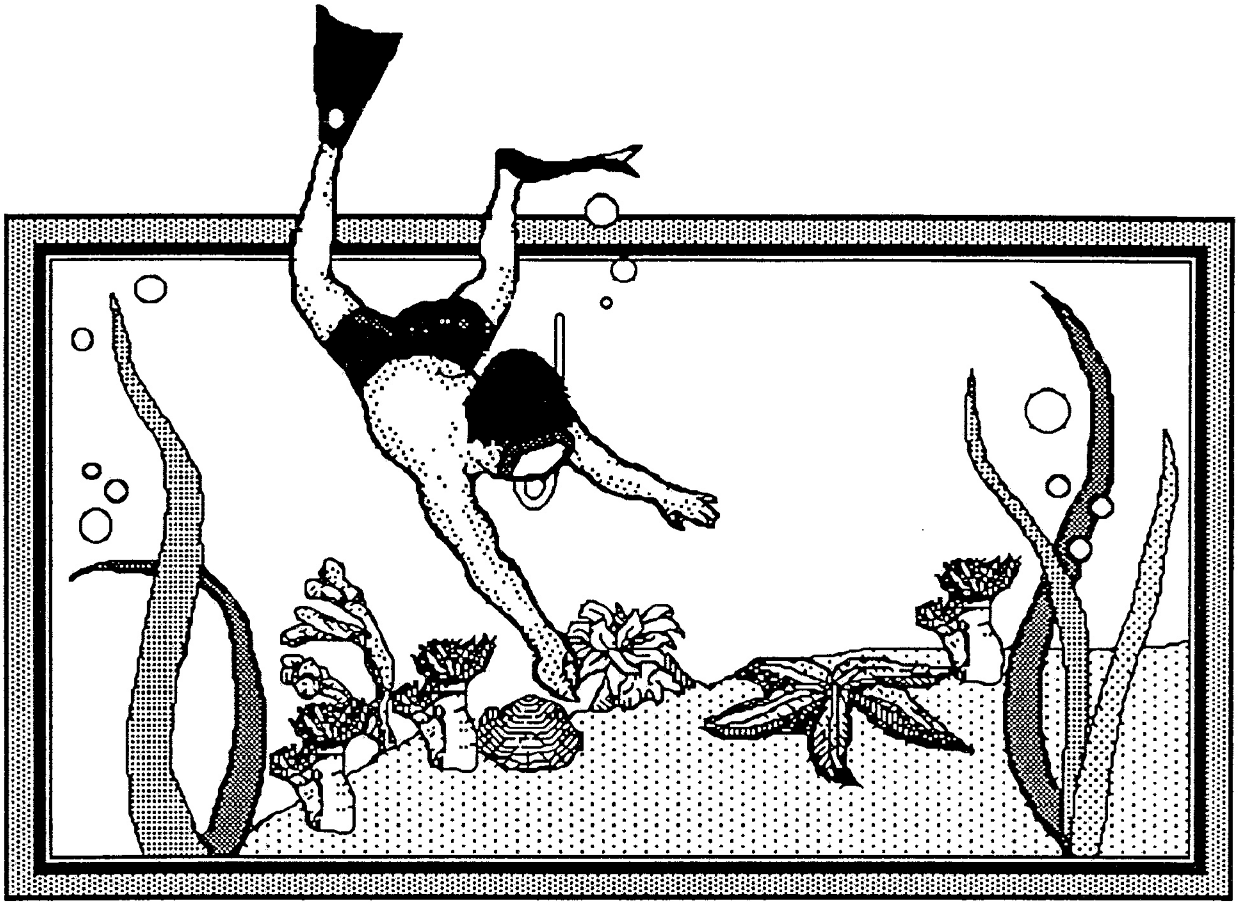
Marine Life Series:

Marine Invertebrates



Documentation for Apple and IBM/Tandy Computers

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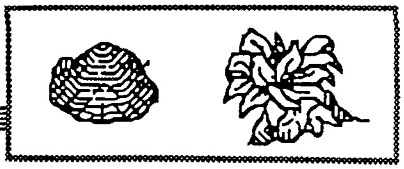

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Lab packs containing multiple copies of the program disks are available. Please contact Ventura Educational Systems for more information on educational software products. Network Versions are also available.

Overview

This educational software product provides an introduction to the anatomy of four representative marine invertebrates:

Topics:

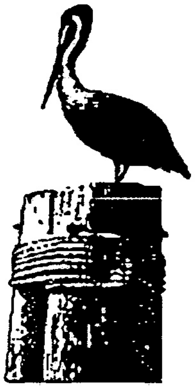
Sponge - Simple
Sponge - Advanced
Sea Anemone
Sea Anemone - Cross Section
Clam - External Structures
Clam - Digestive System
Clam - Circulatory System
Clam - Nervous System
Sea Star - External Structures
Sea Star - Internal Structures

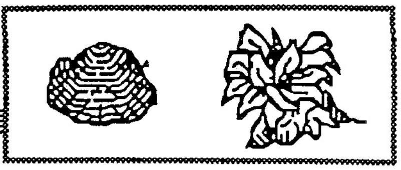
Activities:

Overview
Lessons
Comprehension Check
Identification Game
Scrambler
Probe
Quiz Machine
Glossary

Features:

Menu Driven Format
Self-Paced Lessons
Interactive Database of Anatomical Information
Challenging Games
Scholastic Quizzes





Credits

Software Design	**Ventura Educational Systems**
Instructional Technology and Programming	**Fred Ventura, Ph.D.**
Editor	**Marne Ventura, M.A.**

Dr. Fred Ventura is an experienced classroom teacher and has taught elementary, secondary and college levels. He holds a doctorate in education from the University of California, and presents workshops for educators on the instructional uses of microcomputers.

Marne Ventura is also an experienced classroom teacher and holds a masters degree in reading and language development from the University of California. As a seminar leader, Marne Ventura has assisted many teachers in learning about the educational opportunities that can be derived from the use of microcomputers in the classroom.

Our publications include:

- SuperGraph
- GeoArt: Geometry and Art Discovery Unit
- Marine Life:
  - Anatomy of a Fish
  - Anatomy of a Sea Lamprey
- Senses: Physiology of the Human Sense Organs
- The Plant: Nature's Food Factory
- Chemaid: Introduction to the Periodic Table
- The Worm: Invertebrate Anatomy
- Protozoa: Introduction to Microorganisms
- States: Geography Study Unit and Database
- All About the Solar System
- All About Simple Machines
- Dr. Know: Experiments in Artificial Intelligence
- Clip-Art for Science Teachers
- Coordinate Geometry
- Geometry Concepts
- Marine Invertebrates
- Anatomy of a Shark
- Hands-On Math: Volume 2
- Music Concepts
- VisiFrog: Vertebrate Anatomy
- Computer Concepts
- Plant and Animal Cells
- The Insect World
- All About Matter
- All About Light & Sound
- Algebra Concepts

Additional Program Disks

Many schools have more than one computer and to effectively use educational software require additional legal copies of a program. Additional program disks are available for use in a computer lab. The price is $10.00 per disk. Schools with a registered copy of any Ventura Educational Systems product may order additional copies of a program disk at any time. There is a 30 day warranty on original program disks. If for any reason a program disk becomes defective within 30 days of the date of purchase, Ventura Educational Systems will replace it at no charge.

Introduction

Marine Life: Invertebrates has been specifically designed for secondary level students of biology. The program is an interactive computer learning system for extending the base of information that an individual has about marine invertebrates. Several approaches to instructional software design are blended in this educational program.

The main instructional purposes of Marine Invertebrates are given in these objectives:

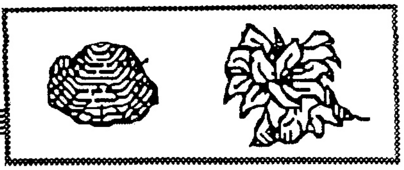
1. To provide interactive self-paced lessons which present basic information about the anatomical parts of representative marine invertebrates.
2. To provide a visual database of anatomical information.
3. To provide vocabulary building learning games which help the student to master the terminology used in the study of marine invertebrates.
4. To test the student's ability to recall information pertaining to marine invertebrates and their anatomy.

Marine Life: Invertebrates can be used in combination with other instructional approaches. The program provides students with an interesting learning focus where they can extend the information base that they have regarding anatomical structures and their functions.

The program is divided into four main sections: Lessons, Probes, Games and Quizzes. Each section represents a particular mode of instruction and as a whole the learning system provides a comprehensive introduction to marine invertebrates.

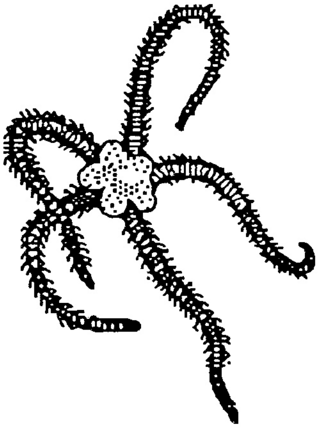
Marine Life: Invertebrates is a menu driven learning system which provides a variety of integrated instructional approaches to aid the student in developing a deeper understanding of invertebrate anatomy.

The instructional approaches used in the Marine Life learning system are organized as shown in the Marine Life learning system menu organization diagram. The structure of the program allows students to move from each activity or topic with ease, using a simple menu system and just a few keys. At the end of each unit the program returns to the main menu. Each student who uses the Marine Life learning system is able to determine the pace and direction of his learning.



Text and graphics are interactively related in various aspects of the program. Anatomical drawings represent various marine organisms in four invertebrate phyla. The visual aids are intended to enhance the student's understanding of concepts which are explained in the text.

The documentation manual included with the Marine Life: Invertebrates learning system is designed to guide the user in the use of the program. The activity pages can be used by classroom teachers as supplementary material which supports the educational objectives of the program.



Conceptual Framework for Marine Invertebrates

Marine life in general and invertebrates in particular are interesting topics of study. The diversity among marine invertebrates is very great and the four representative organisms presented cannot adequately represent all marine invertebrates. This learning system uses diagrams of a sponge, a sea anemone, a clam, and a Sea Star, however, it is important for the user to keep in mind that there is not one type of marine invertebrate that can adequately represent the thousands of different types of invertebrates found in the earth's oceans.

To understand the Animal Kingdom and learn the basic characteristics of the major groups of organisms classified in this category one usually starts with invertebrates, or animals without backbones. The simplest of all animals now living is the sponge, which has two cell layers and feeds by filtering water through its body. More complex than sponges are members of the Phylum Coelenterata, some of which have a primitive diffuse nerve system or nerve net. Mollusks, usually enclosed within a hard outer shell, have even more complex internal organs and three cell layers. Animals in the Phylum Echinodermata show evidence, through a comparison of certain of their larvae to the larvae of more complex animals, that more complex animals probably evolved from some primitive echinoderm.

The Phylum Porifera consists of over 4000 species of largely marine sponges which were formerly used in homes and industry for their absorbant qualities. With the advent of synthetic materials to produce "sponges", organic sponges are much less in demand. Sponges lack the general characteristics of the animal kingdom and are considered by many zoologists to be a dead end phylum in the evolutionary sense, since no higher forms of animal life are believed to have evolved from them. Phylum Coelenterata consists of over twelve thousand aquatic species. The presence of a digestive cavity, a nerve net and related sense receptors put this phylum in the evolutionary mainstream. Coelenterates inhabit deep ocean waters as well as shallow coasts. There are fifty thousand or more species of Mollusks, and over six thousand species of Echinoderms.

In the course of studying biology, the student develops higher order thinking skills. In order to successfully analyze, synthesize and evaluate, a student needs a solid base of scientific information. This program provides students an opportunity to acquire such a base of knowledge, and thus become better prepared for the challenges of life in a technological society. Teachers can help students develop a genuine ability to solve scientific problems. The Marine Life learning system utilizes computer technology to provide students with a means of accessing detailed anatomical information. Motivation for learning the anatomical information is provided in the form of quizzes and games.

Content, Process and Attitude

The Marine Life learning system focuses the student's attention on the anatomical structures of the sponge, sea anemone, clam, and Sea Star, as representatives of four phyla of marine invertebrates. Emphasis is placed on learning the names of body parts and their functions with the goal being a complete understanding of how the various anatomical systems work together to enable the organism to survive.

The classroom science teacher who uses the Marine Life learning system will find that it is an interactive educational environment that provides students with the opportunity to explore many aspects of marine invertebrates. As an information resource, the Marine Life learning system enables students to access information which is presented in a variety of formats. The ease of use of the menu system utilized in this program makes it possible for students with little computer experience to operate the program.

The lessons are the tutorial components of the program and allow the student to proceed through a series of sentences about the invertebrate in a self-paced manner. The probe allows the student to quickly access more detailed information on graphically represented anatomical structures and their functions and a glossary allows the student to quickly access a definition for a science term.

Learning games motivate students to master the anatomical terminology used in the program and a quiz for each anatomical view measures the student's progress.

Students who use the Marine Life learning system will develop a positive attitude toward the study of marine biology because the system involves the student in the learning process by presenting options at a variety of points in the program. The menu driven format of this instructional product allows the student to explore the anatomy of marine invertebrates in his or her own way. All options lead to interesting and rewarding activities.

Interrelationships

In the study of modern science, the relationship between form and function emerges as an important theme. The Marine Life learning system utilizes computer technology to present textual and graphic information about how form and function relationships can be found in marine invertebrate anatomy. Students who use this learning system will gain from their experience essential knowledge about the various anatomical systems and functions of each part.

Scientific Concepts

Through the use of the Marine Life life learning system, students become more interested in the study of biology. It is important for students to have a basic understanding of anatomical parts and their functions because this information is an example of how form and function are related in all organisms. This knowledge is part of the basic information that can be important in adult life. If the student's course of study will lead him or her to a more in-depth study of biology, the knowledge gained from this learning system will be beneficial as a base for more specific information.

To develop a solid understanding of scientific concepts and true science literacy, an individual must be able to make observations and formulate and test hypotheses. This process is very difficult, perhaps impossible, without a knowledge base from which to draw. The Marine Life learning system is designed to provide students with an opportunity to explore anatomical information in an interactive, self-directed manner and to develop a deeper interest in science. These materials are particularly useful when used in conjunction with a dissection unit.

Materials

These materials are provided in this learning system:

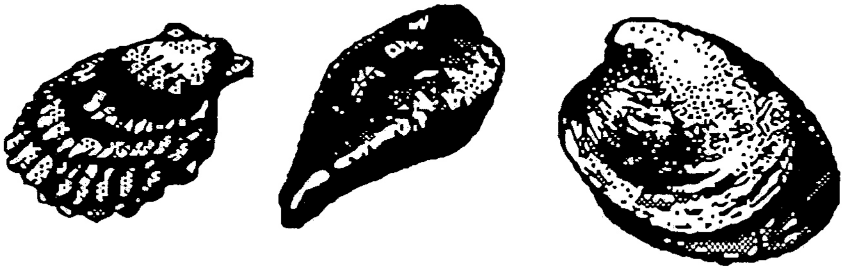
Program Disk
Teacher's Guide and Reproducible Masters
Materials Binder

Instructions for MS-DOS version:

System Requirements for IBM, Tandy 1000 or Compatibles

The computer system described below is the minimum hardware configuration required to use this program.

IBM, Tandy or Compatible computer
Single Disk Drive 360K or 720K.
CGA Interface and Monitor
Mouse (Optional)
Programming Language: Compiled Microsoft QuickBasic 4.5

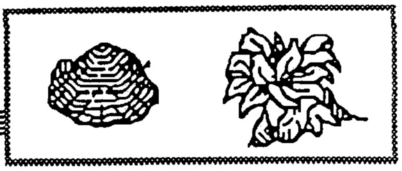


Making a Working Disk

For your convenience this program is distributed in a non-protected format. Keep the original disk as a backup copy for archival purposes only and make a working disk by following this procedure:

1. **Make sure that a write protect sticker is on program disk.** With a copy of the MS-DOS system disk in drive A: type DISKCOPY A: B:. Follow the DISKCOPY instructions for making a copy.

2. When the copy is complete remove the original disk from drive A: and store it in a safe place. When running program use the copy of the original disk.



A note for PC users with a hard disk:

If the program is to be used on a hard disk system all the files on the distribution diskette should be copied into a directory on the hard disk. To install program on a hard disk follow this procedure:

1. After the system has been booted put the program disk in drive A:. At the C:> prompt type A: and press enter.
2. Type INSTALL.
3. After the installation procedure is completed remove the program disk from drive A:

Getting Started (IBM/Tandy Version)

To start program change the operating system prompt to the appropriate drive and directory if using a hard disk system. Type MLI and the main menu will appear.

Instruction for Apple Version:

System Requirements for Apple //e, //c or //GS

The computer system described below is the minimum hardware configuration required to use this program.

Apple // series computer
Video Monitor (color recommended)
Single Disk Drive

Programming Language: Applesoft BASIC
(portions in machine language)
Apple DOS 3.3

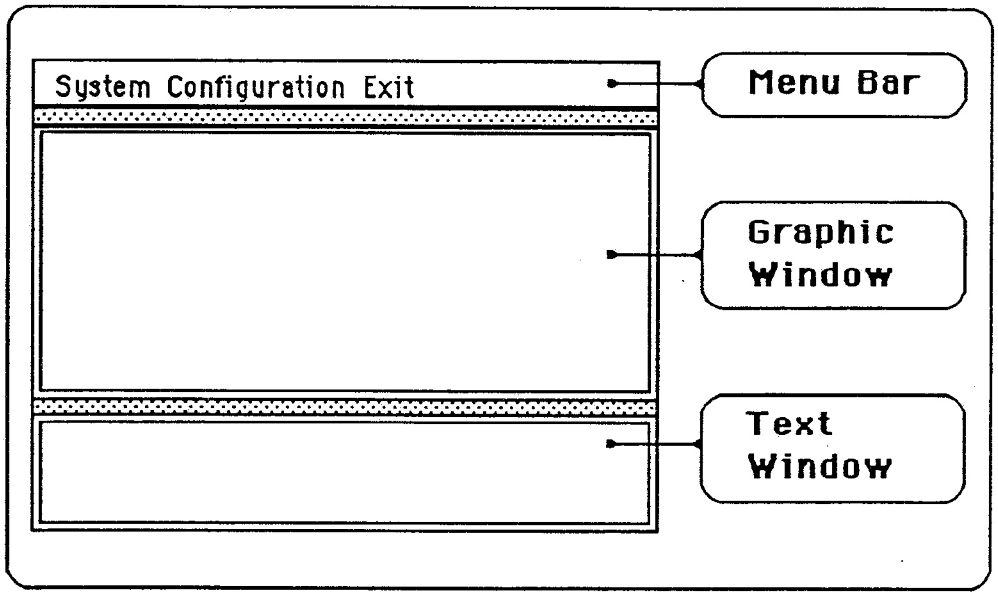
Getting Started (Apple Version)

The Marine Invertebrates learning system is started by placing the program disk in the primary drive and turning on the computer. Control-Open-Apple-Reset (or PR#6) can be used to 'warm start' the computer. Please consult the Apple User's Guide for complete system operating instructions.

After the program has been started, the main menu will appear on the menu bar. If a mouse is functional, the mouse cursor will appear in the middle of the screen.

After the program has been started, the title screen will be shown and the first menu will appear at the top of the screen. The presentation areas of the screen are divided into three sections. The top line is called the menu bar and shows the options available at each step in the use of the program. The middle of the screen is used for presenting graphic information and the bottom section of the screen is primarily used for text.

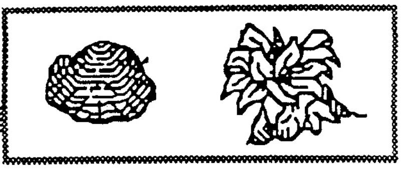
Sample Screen:



Menu Control Keys

Use the right and left arrow keys to move the highlight indicator from one choice to another. Press the return key to select a choice. If using the mouse, point to the desired choice and press the left mouse button. The escape key [ESC] may be used to cancel a choice and return to the previous menu.

[Arrows]	**moves the indicator right or left**
[Return]	**selects the highlighted option**
[Escape]	**cancels a choice and returns to a previous menu**

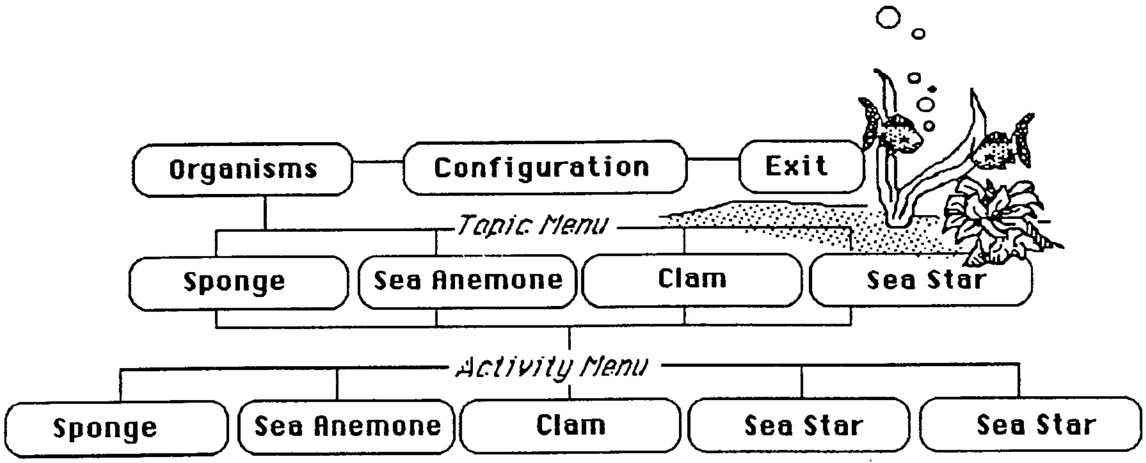


Main Menu

Organism After choosing Organism from the menu bar the Organism Menu is presented. This choices: Sponge, Sea Anemone, Clam, Sea Star. Making a choice leads to the instructional options of the program.

Configuration If return is pressed with the highlight on configuration, the program will give the options for selecting sound to be on or off and for choosing the type of font ('**Apple**' or '**Roman**' characters).

Exit Choose Exit to stop using the Marine Life learning system and to return to the operating system.



Representative Organisms

The Organism Menu gives four options and leads to the Activity Menu.

Sponge A diagram of a sponge with a cross section of the body wall is presented after selecting this instructional path from the Organism Menu. The diagram illustrates the main features found on a simple sponge's body. The lesson, probe and quiz activities associated with this diagram introduce the main features of the Phylum Porifera.

Sea Anenome The sea anemone option shows a diagram of the sea anemone's internal and external body with a cross section of the incomplete and complete septa. The learning activities associated with this path emphasize the characteristics of organisms belonging to the Phylum Coelenterata.

Clam The clam diagram presents the major internal organs of a bivalve. The lessons and other learning activities associated with this path emphasize the anatomy, habitat, and environmental importance of members of the Phylum Mollusca.

Sea Star The sea star diagram illustrates the anatomical parts of a representative echinoderm. The lesson, probe and quiz in this path deal with the habits, anatomy, and ecological significance of members of the Phylum Echinodermata.

Activity Menu

After making a selection from the Organism Menu the program proceeds to the Activity Menu where either a lesson, probe, game or quiz can be selected.

Lesson The lesson is a self-paced learning activity where information is presented in the text window and the organism is displayed in the graphics window. The options presented in the menu bar are Next or Previous. Choosing Next advances the lesson to the next screen. Previous allows the user to back up to previous sentences in the lesson. At the end of the lesson the options: Review or Main are given. Select Review to do the lesson again or select Main to return to the first menu.

Probe The Probe is an activity where detailed information on the name of an anatomical part and its related physiological function can be quickly accessed. The program allows the user to move forward or backward through a list of anatomical parts. The Description option gives more complete information about the anatomical part. A flashing pointer shows the position of the part on the diagram.

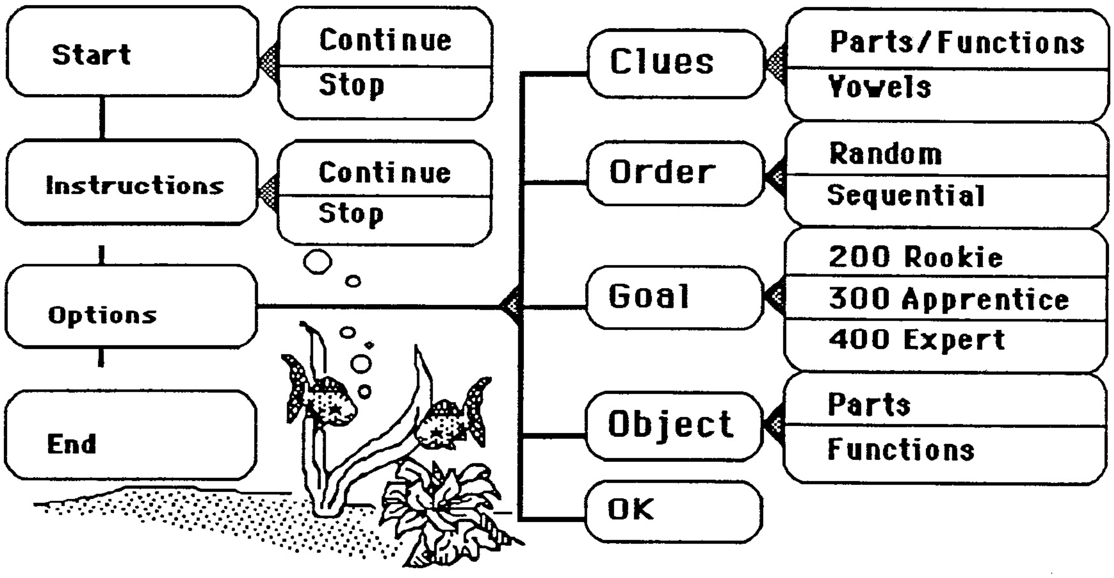
Games

Three word games, Identify, Scrambler and Wordsearch help to develop a better understanding of the vocabulary used in this program.

Identify The Identify game challenges the user to spell the name of an anatomical part or function. The object of the game is to correctly spell the anatomical term or phrase which is marked in the diagram by a flashing indicator. Points are awarded for each letter correctly typed. Press the key marked [?/] to get help on a word. The game begins by presenting the options Start, Instructions, Options, or End. Select Instructions for more information about how this game is played.

Move the highlighted indicator to Options and press the return key or select Options with the mouse. To set the game so that clues are given to assist in identifying the graphically indicated item select Clues from the menu. and then select Parts/Functions. Setting the Parts/Functions option On causes either the anatomical part or associated anatomical function to be shown when the object of the game is to guess the other. Likewise, the user may opt to have the vowels in the object term or phrase be shown and to guess only consonants. This option may be turned on or off for each game. The order in which the challenges are presented can be set for either random or sequential and a goal of 200, 300 or 400 points can be set. The object of the game can be set for either parts or functions.

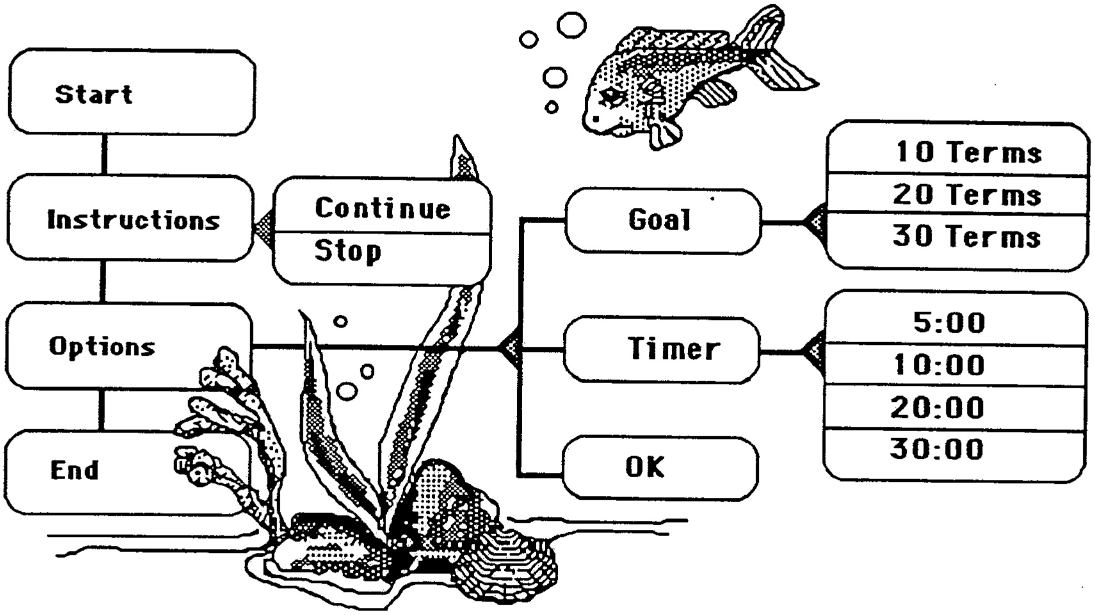
Identify



Use of this game is particularly effective after the student has spent some time working through the lessons and probe activities. When finished with this activity select End to return to the main menu.

Scrambler

The Scrambler, as the name suggests, scrambles the letters in a term. The object of this game is to unscramble letters to spell as quickly as possible a science term, when given a definition of the term. The first menu in the game gives the options, Start, Instructions, Options, End.

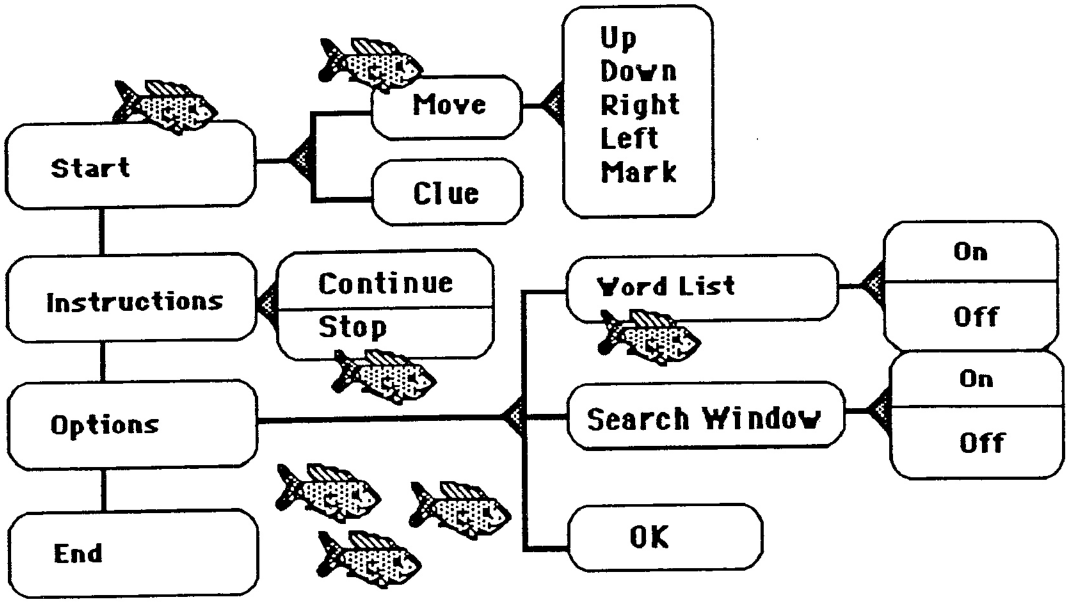


Two options are available in this game. A goal can be set for 10, 20 or 30 terms or play can continue until a certain value is reached on the timer. To set an option select Options from the menu and choose either Goal or Timer. The default setting is for the game to terminate after 10 words.

When the Start option is selected the computer will retrieve a term and its definition from the disk. The definition of the term will be given in the text window. The letters in the term will be scrambled and shown in boxes in the middle of the screen. Type the letters in the term in the correct order to fill the blank boxes. When all letters have been correctly played, the screen is cleared and the next term is given. The game continues until the goal has been reached.

Wordsearch

Wordsearch is a computerized version of the popular paper and pencil activity. The first menu that appears after selecting Wordsearch from the Games Menu gives the options: Start, Instructions, Options, End.



Novice users of this game may wish to set the Word List and Search Window options to On. The Word List option determines whether or not the list of words hidden in the puzzle is to be shown on the screen while solving the puzzle. The Search Window shows the group of letters that has been indicated when the computer checks them.

After selecting Start, the computer will 'think' for a minute and create a unique puzzle using a random set of words from the file of words pertaining to the topic view that has been selected at the Organism Menu. When the puzzle has been created the letters in the puzzle will be shown on the grid. At this point the options Move and Clue will be shown. Select Clue to see one of the words in the puzzle or select move if a word has been located in the puzzle. Select Up, Down, Right, Left to move the indicator to the first letter of the word and then select Mark. Move the indicator to the last letter of the word and select Mark again. The computer will check the letters along the line between the two marks. If the letters make a word that is in the set of terms, that word is removed from the list. Play continues until all words in the list have been located in the puzzle.

If the search window is 'on' the computer will display the set of words in forward and backward order, illustrating that words can be marked either from first letter to last or from last to first.

Quiz

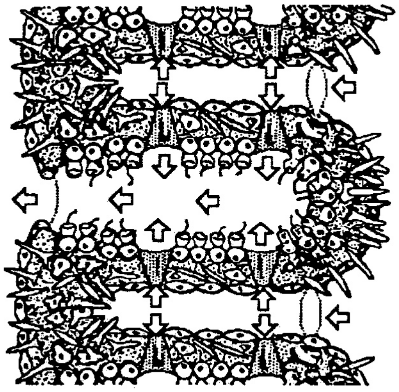
To take a quiz on the information pertaining to one of the organisms, select the Quiz option from the Activity Menu . The next menu will show simply, Begin or Menu. Select Begin to start the quiz. A question will be shown at the bottom of the screen. Some of the questions are fill-in-the-blank type, some are yes/no and true/false, some are questions with a single word or short answer. In all cases the possible answers are shown at the top of the screen in the Menu Bar. Move the indicator to the desired answer and press return.

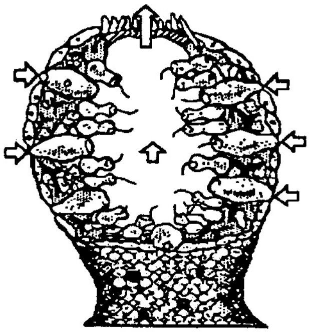
At the end of the quiz the options: Redo, Performance, and Menu will be given in the Menu Bar. To check performance on the quiz, select Performance and a percentage score will be given. If desired, choose Redo to try again on the quiz.

Name______________________________ Date____________________

Marine Life: Invertebrates

Lesson 1





Select Sponge from the Organism Menu. Then select Lesson from the Activity Menu. Complete this worksheet.

Read the lesson on the sponge. Answer these questions by writing a complete sentence.

1. What two characteristics do all members of the phylum Porifera have in common?

2. Describe the simple and complex canal systems found in sponges.

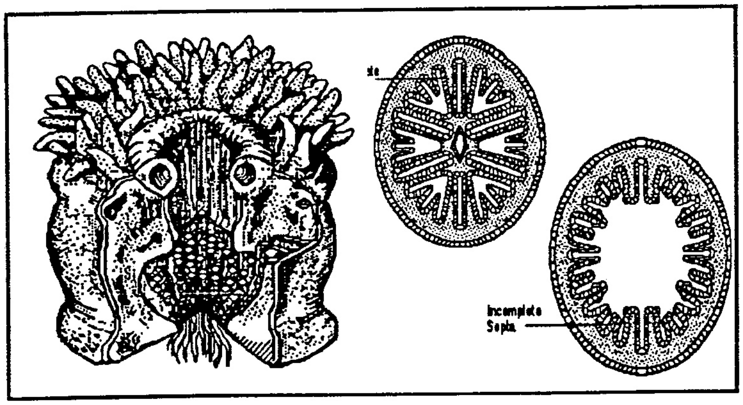
3. Describe the process sponges use to feed.

4. What is the evolutionary importance of sponges?

Name____________________ Date____________

Marine Life: Invertebrates

Lesson 2



Select Sea Anemone from the Organism Menu. Then select Lesson from the Activity Menu. Complete this worksheet.

Read the lesson on the sea anemone. Answer these questions by writing a complete sentence.

1. Name four animals that are members of the phylum Coelenterata.

2. What are the names of the three cell layers of a sea anemone?

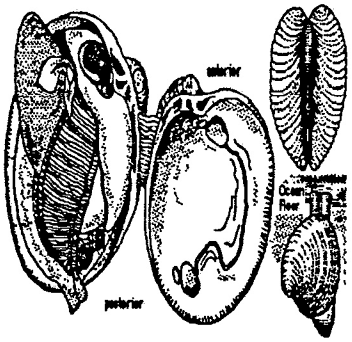
3. Describe the process of getting food used by the sea anemone.

4. How do sea anemones reproduce?

Name______________________________ Date____________________

Marine Life: Invertebrates

Lesson 3



Select Clam from the Organism Menu. Then select Lesson from the Activity Menu. Complete this worksheet.

Read the lesson on the clam. Answer these questions by writing a complete sentence.

1. What is a bivalve? What are some examples of bivalves?

2. What is the mantle and how is it important to the clam?

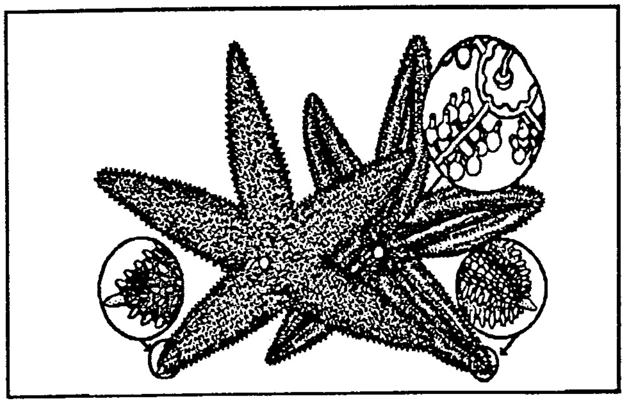
3. What is the range of altitudes where mollusks may be found to live?

4. How do mollusks get food?

Name________________________________Date____________________

Marine Life: Invertebrates

Lesson 4



Select Sea Star from the Organism Menu. Then select Lesson from the Activity Menu. Complete this worksheet.

Read the lesson on the sea star. Answer these questions by writing a complete sentence.

1. Name six members of the phylum Echinodermata.

2. Why do Echinoderms have spiny skins?

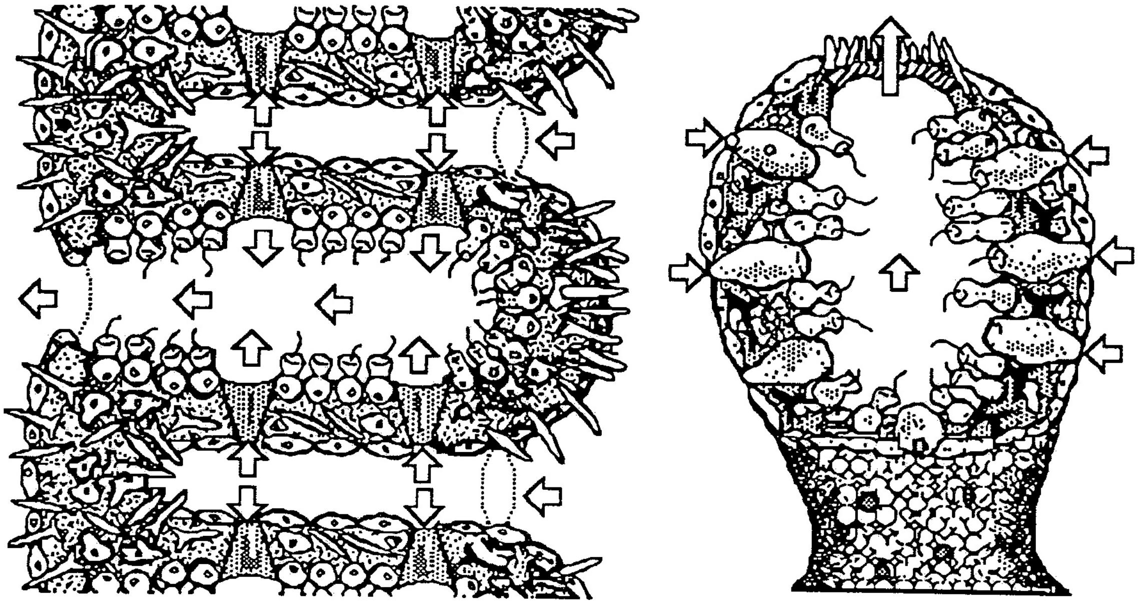
3. Describe the water vascular system of a sea star.

4. Why are sea stars a problem for oyster fisherman?

Name______________________________Date______________________

Marine Life: Invertebrates

Probe 1



Use the Probe activity for the sponge with this worksheet. Write the corresponding letter to show the location of each anatomical part.

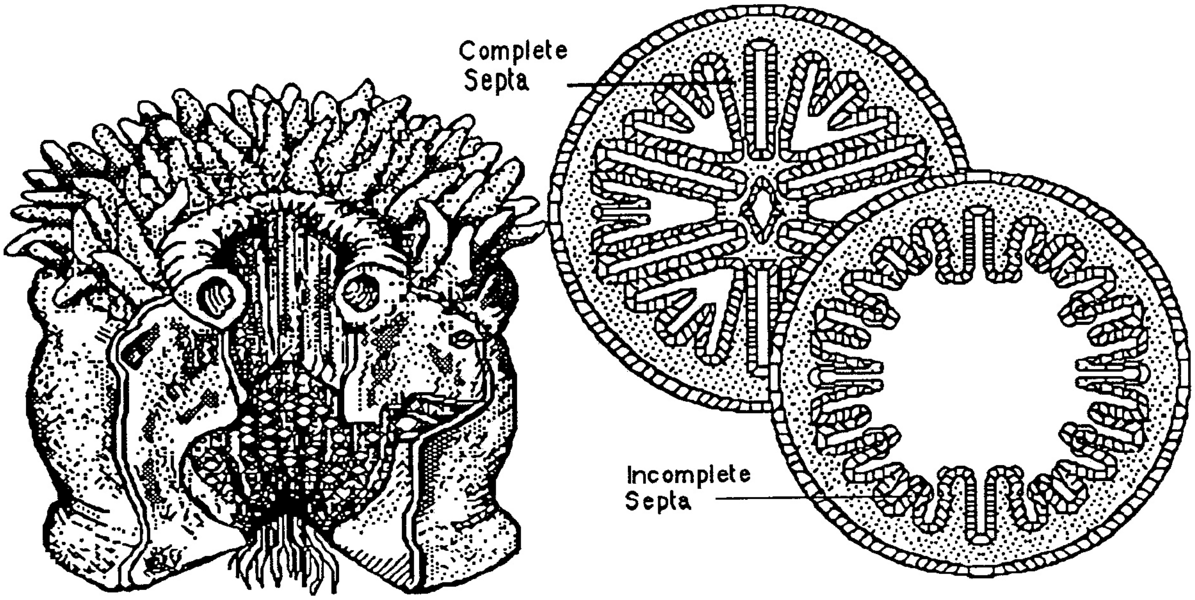
A	**excurrent pore**
B	**gelatinous layer**
C	**spicule**
D	**flagellum**
E	**collar cell**

F	**incurrent pore**
G	**epidermal cell**
H	**amoebocyte**
I	**spongocoel**

Name________________________________Date____________________

Marine Life: Invertebrates

Probe 2



Use the Probe activity for the sea anemone with this worksheet. Write the corresponding letter to show the location of each anatomical part.

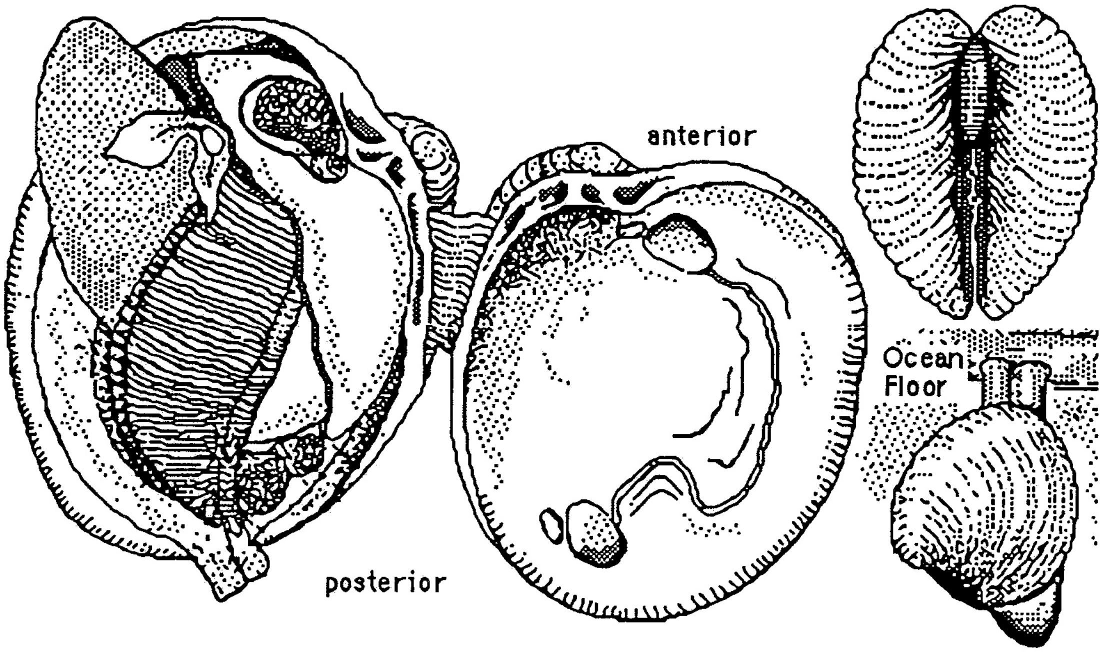
A	**tentacles**
B	**oral disc**
C	**mouth**
D	**ostium**
E	**column**
F	**pharynx**
G	**gastrovascular cavity**

H	**septal filaments**
I	**acontia**
J	**pedal disc**
K	**complete septa**
L	**incomplete septa**
M	**epidermis**
N	**mesoglea**
O	**gastrodermis**

Name________________________________Date____________________

Marine Life: Invertebrates

Probe 3



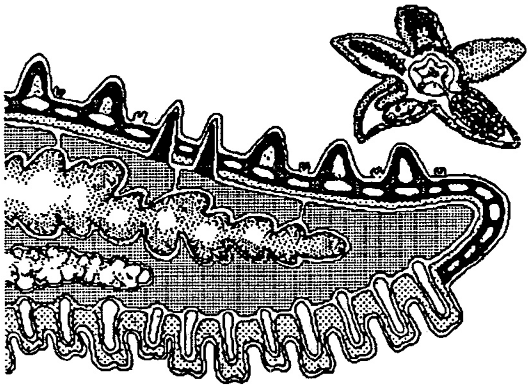
Use the Probe activity for the clam with this worksheet. Write the corresponding letter to show the location of each anatomical part.

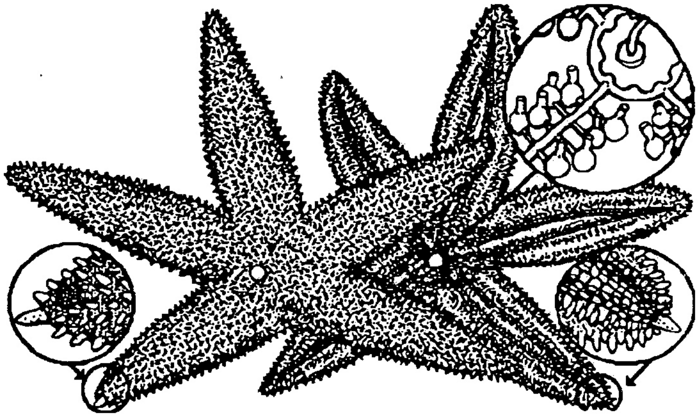
A	**outer layer**
B	**mother -of-pearl**
C	**pallial line**
D	**hinge ligament**
E	**anterior adductor**
F	**anterior retractor**
G	**anterior scar**
H	**mantle**

I	**foot**
J	**visceral mass**
K	**gill pair**
L	**suprabranchial chamber**
M	**incurrent siphon**
N	**excurrent siphon**
O	**mouth**
P	**labial palp**

Name________________________________Date________________________

Marine Life: Invertebrates Probe 4





Use the Probe activity for the starfish with this worksheet. Write the corresponding letter to show the location of each anatomical part.

A	ray
B	anus
C	tube feet
D	radial canal
E	reproductive gland
F	ampulla

G	digestive glands
H	ring canal
I	stomach
J	stone canal
K	sieve plate

Name________________________________Date______________________

Marine Life: Invertebrates **Record Sheet 1**

Use these charts to record your performance on the games and quizzes.

Identify

Date	Order	Goal	Object
	Random		Parts
	Sequential		Parts
			Functions
			Functions

Scrambler

Date	Time	Goal	Average Time/Term

Wordsearch

Write the list of words used in the puzzle.

Date:

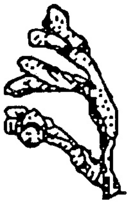
Name________________________________Date__________________________

Marine Life: Invertebrates

Record Sheet 2

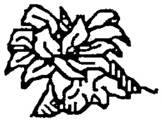
Use these charts to record your performance on each quiz.

Sponge



Date	Score

Sea Anemone



Date	Score

Clam

Date	Score

Starfish

Date	Score

Record your highest scores for each organism.

Sponge		**Sea Anemone**	
Clam		**Starfish**	